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ABSTRACT

This document reports on an evaluation of the second year of the Cincinnati Public Schools' Lowest Achieving Schools, Temporarily (LAST) Program, which provides financial assistance to seven of the lowest academically ranked schools in the district. This program was one of the results of the Bronson desegregation suit and all of the schools in the LAST program are predominantly black, though racial composition was not a selection criterion. The report describes the program's background, outlines goals, presents results of the California Achievement Test and parent and principal surveys, provides attendance data, discusses findings, and presents recommendations. Each individual school was evaluated on its own academic merits; therefore no generalized conclusions of success/failure could be made--some schools achieved success and others struggled to maintain the status quo. Four of the schools exhibited relatively high reading scores, while five were high in mathematics. All LAST schools either maintained or improved attendance. Staff, parent, and community perceptions of the program are generally positive. Appendices include the evaluator's resume, the program budget, monthly progress reports for LAST schools, a report on settlement factors at low-achieving schools, and selected survey items and summary of responses by parents of students in low achieving schools on 1983-1985 surveys. (KH)

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ED298183

LOW ACHIEVING SCHOOLS ASSESSMENT

YEAR TWO BRONSON SETTLEMENT

Office of the Facilitator

August, 1986

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INTRODUCTION

A major goal of the Bronson Settlement Agreement is continued progress in the reduction of racial isolation to achieve the stated levels as measured by the Taeuber Index. This factor will no doubt be the number one criterion upon which the final success of the agreement is judged. It, therefore, occupies a great deal of attention in the annual progress assessment by the Facilitator.

While the annual assessment addresses all aspects of the settlement, it is the intention of the Facilitator to look more deeply at other settlement factors on occasion. Utilizing the services of Mr. Ronald Nieman (See Appendix A) as an independent evaluator, we have looked at the low achieving (LAST) schools. That report follows.

Executive Summary

The progress of the LAST program was reviewed examining those data that were available as of June 28, 1986. No generalized conclusions of success/failure could be made for the group of seven schools. Instead, each individual school was examined on its own academic merits with some achieving success and others struggling to maintain status quo. Four of the schools are currently above the "Seven" category in reading, while five are above in math. All LAST schools either maintained or improved attendance.

Insofar as the resources of this evaluation effort would permit, it appears as though staff, parent, and community perceptions of the LAST program are generally positive.

Lowest Achieving Schools, Temporarily (LAST)

The LAST Program

Program Background

As part of the settlement of the Bronson desegregation suit, it was agreed that the Cincinnati Public Schools would budget five million dollars over the seven years of the settlement (1984-1991) to assist those schools in the district with the greatest educational needs. (See Appendix B, Budget) The schools were selected on the basis of having a combination of standardized achievement and minimum competency test scores for both reading and mathematics that ranked them as one of the lowest seven schools in the district as of April 1983. Although not a selection criterion, all of the schools in the LAST program are predominantly black and have a relatively poor recent history of academic progress.

In the years prior to the Bronson settlement, special persistent concern for the lowest academically ranked schools had been expressed by both Board of Education members and system administrators. The Resource Planning & Development Branch had already been involved in extensive research and program design to address the particular needs of the lowest achieving schools long before February 1984. It followed naturally, then, that the responsibility for implementing the LAST program was given to the Resource Planning & Development Branch under the leadership of the Branch Director, John Grate.

The program appears to be an enriched School Improvement Program (SIP) model. As is standard in the SIP model, many persons helped design and finalize individual plans for each school. The principals, teachers, parents, community leaders, and central staff developed specifically tailored individual plans for each LAST school. Of course, certain threads of commonality run through each. For example, all LAST schools were required to provide a summer program, but the specific offerings varied somewhat from school to school. Open Court reading and/or math programs were also required unless an equally viable program like Chapter 1 math was selected. Similarly, all the schools employed additional instructional aides and a certificated teacher, but the additional personnel were used in different areas of concern like reading, math, in-school suspension, and attendance. Full staff, as well as selected key staff, inservice was provided over the past two years on an ongoing and regular basis. (See Appendix C, Monthly Progress Reports for LAST Schools) However, as in all SIP/Effective Schools models, the overriding message which showed itself in all phases was that strong local educational leadership must lead the programs at all schools if any real progress was to be made. Hence, the principal and key teachers share the largest burden of responsibility for school improvement.

Goals

The goals of the Low-Achieving Schools Component are based upon the two goals which have governed the School Improvement Program:

1. Improved NCE performance over two consecutive years in both reading and mathematics with attainment of the system-wide NCE gain in the second year.

2. An annual percentage gain in achievement status in reading and mathematics that will improve the school's initial rank in the district within three years.

The first goal is a standard applied to all schools in the School Improvement Program. It is a necessary accomplishment if the second goal is to be attained in schools designated as low achieving schools for the settlement component.

Recommendations were developed which translated the second goal into specific three-year achievement objectives. The recommendations were as follows:

Three-Year Achievement Objectives

Reading - Low achieving schools on the average will show 15% gain in the percentage of students at or above the national norms in reading over the next three years.

Mathematics - Low achieving schools on the average will show 10% gain in the percentage of students at or above the national norms in mathematics over the next three years.

It was understood that these objectives, if accomplished, would be accepted in lieu of the LAST schools no longer being ranked as one of the seven lowest achieving schools in the district at the end of the 1986-87 school year. Therefore, a LAST school that is still ranked at seven or below by 1987 may be considered successful by meeting goal one and the "Three-Year Achievement Objectives."

Facilitator Involvement Background

Because of many verbal and written concerns expressed about low achieving schools during the first two years of the settlement,

it seemed in the better interest of all to examine the issues and document the activities associated with the LAST program. The criticisms have ranged from speculations regarding budget errors to beliefs that the programs, however well intentioned, were ineffective and not addressing the most important issues. Claims of community dissatisfaction were leveled along with suggestions that principals were not in control of the LAST process.

In this report an attempt is made to state the current status of opinion and test scores as best as our time and ability will allow. It is recognized that the input is not exhaustive nor is the analysis final. The document is amendable and the data are open to alternative interpretations and evaluations. It is a beginning, however, in what will be an ongoing in-depth review of selected aspects of the settlement. It is hoped that it will serve as a springboard for further input to the Facilitator from the school system, the Task Force, and the community about the LAST program and other areas of concern.

Results

1. California Achievement Test (CAT)

a) A comparison of percentage of LAST school students at and above the national norm for 1983 to 1986 shows a net overall increase in reading of 18.8% (from an average of 20.6% to 39.4%) and a 22.0% increase in math (from an average of 28.4% to 50.4%), which is nearly double the net system gain for the same three years. The data in Table 1 further indicate that the rate of year-to-year

improvement has remained relatively constant from last year to the present. This suggests that the efforts have not only been sustained, but probably increased since common wisdom dictates that gains become more difficult the higher one goes on a scale. These gains have virtually satisfied the three-year achievement objective in only two years. It must be pointed out, however, that not all schools contributed equally to the overall gain. Some schools are still scoring well below the national average and appear to have stalled in their progress.

Table 1. Comparison of Percent At And Above the National Norm for Low Achieving Schools, 1983 to 1986.

School	Percentage of Students At And Above National Norm						No. Tested 1986	
	1983	1984	1985	1986	Gain 1985-86	1983-86 Gain Total	Total	Included in NCE Matched & Promoted
				READING				
Hays	18.5%	26.0%	28.7%	35.4%	6.7%	16.9%	269	189
Heberle	23.2	25.3	32.5	35.3	2.8	12.1	440	267
Hoffman	15.8	37.3	43.3	56.3	13.0	40.5	295	181
Heinold	14.9	27.6	28.9	43.1	14.2	28.2	419	302
Rothenberg	17.3	22.4	27.4	27.2	-0.2	9.9	379	260
Washington Park	26.8	23.2	35.5	40.1	4.6	13.3	430	293
Windsor	23.2	27.8	24.2	41.7	17.5	18.5	248	162
Average Value*	20.6%	26.8%	31.5%	39.4%	+9.6%	18.8%	---	---
System Average	47.3%	52.6%	53.4%	56.5%	+3.1%	9.2%	---	---
				MATHEMATICS				
Hays	28.5%	40.7%	48.6%	53.7%	5.1%	25.2%	269	189
Heberle	37.2	46.6	45.4	55.9	10.5	18.7	440	268
Hoffman	14.3	39.7	37.9	64.3	26.4	50.0	295	180
Heinold	34.1	38.8	40.0	52.0	12.0	17.9	419	295
Rothenberg	19.0	22.4	29.6	31.0	1.4	12.0	379	260
Washington Park	38.8	39.1	39.0	43.8	4.8	5.0	430	294
Windsor	23.1	28.4	35.0	59.9	24.9	36.8	248	165
Average Value*	28.4%	37.0%	39.3%	50.4%	+11.1%	22.0%	---	---
System Average	50.5%	58.1%	58.4%	62.2%	+3.8%	11.7%	---	---

*Weighted Average

b) The interpretation of the NCE gains in CAT reading and math for matched and promoted students requires a bit of explanation of the methodology employed in the generation of these data. Only those students who were promoted in June 1985, and who have complete reading and/or math scores for both April 1985 and 1986 are included in these data. Consequently, when the average NCE for 1985 as reported last year is compared with the same apparent score in this year's report, they are NOT the same. The explanation lies in the fact that many children have moved out of the district, many were absent for part or all of the 1986 CAT test (therefore they cannot be matched), and some children were not promoted in June 1985. In most schools nearly one-third of the scores are eliminated from the calculations of the NCE gain scores.

Upon examination of the average NCE scores for LAST schools as reported in April 1985, the averages for 1985 in reading and math respectively were 42.3 and 45.6 (See Appendix D, Low-Achieving Schools Report); however, the averages reported this year for the same date are 45.3 and 46.7! Hence, the gains (loss) for this year compared with last year based upon current matched and promoted students is -0.7 in reading and +2.7 in math, even though the 1986 average NCEs for reading and math are higher than the 1985 averages as reported in 1985!

When the data shown in Table 2 are examined on an individual school basis, and compared with Table 1, it is most encouraging to note that five of the seven schools (Hays, Heberle, Heinold, Hoffman, and Windsor) are above national NCE expectancy in math

Table 2. Achievement Status and Gains in Reading and Math for Low Achieving Schools, Matched and Promoted Students, 1985-86.

School	Total Reading			Total Math		
	Avg. NCE 1985	Avg. NCE 1986	NCE Gain*	Avg. NCE 1985	Avg. NCE 1986	NCE Gain*
Hays	44.9	44.2	-0.7	50.6	53.0	+2.4
Heberle	43.9	43.0	-0.9	47.1	51.2	+4.1
Hoffman	50.9	51.3	+0.4	48.1	56.7	+8.6
Heinold	45.8	45.7	-0.1	50.1	50.5	+0.4
Rothenberg	42.5	40.0	-2.5	42.5	39.4	-3.1
Washington Park	46.2	45.0	-1.2	45.4	47.8	+2.4
Windsor	44.0	45.2	+1.2	45.3	51.5	+6.2
Averages for Low Achieving Schools	45.3	44.6	-0.7	46.7	49.4	+2.7
Averages for System (Grades 2-6)	54.5	53.3	-1.2	55.7	55.7	0.0

*Gains can be reported only for students in grades 2 through 6.

on both the NCE (matched group) and percent at and above. However, only one, Hoffman, is above in reading.

Both the matched NCE gain and percent at and above scores, when graphed, show essentially the same patterns, which lends confidence to the two sets of data. (See Figures 1 and 2) Even better news is that most of the LAST schools exceeded the gains of the school system since the system lost -1.2 NCEs in reading and remained even in math.

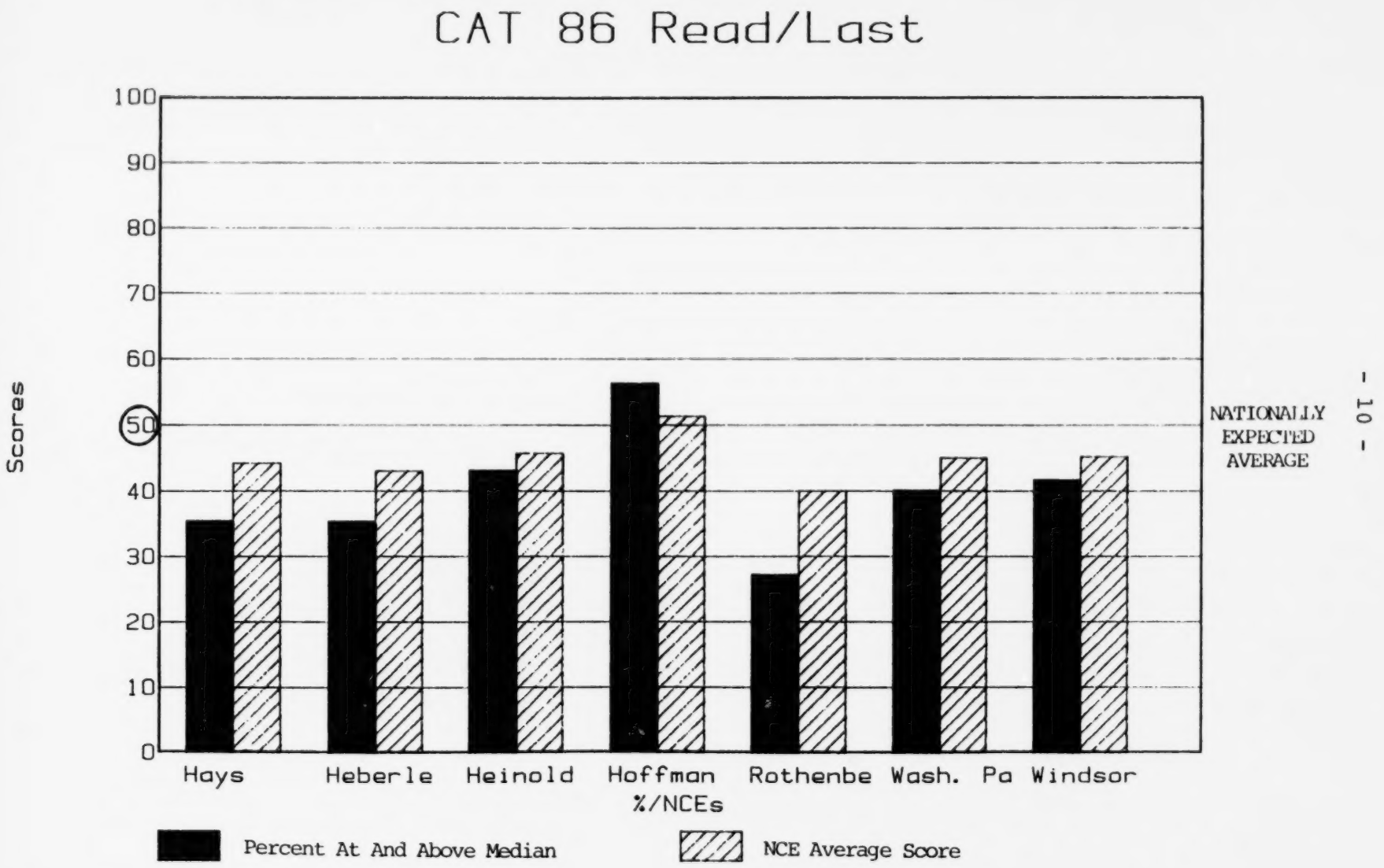
CAT 86 Read/Last
100
90
80
70
60
50
40
30
20
10
0
Scores
NATIONALLY EXPECTED AVERAGE
Hays
Heberle
Heinold
Hoffman
Rothenbe
Wash.
Pa
Windsor
%/NCEs
Percent At And Above Median
NCE Average Score

FIGURE 1

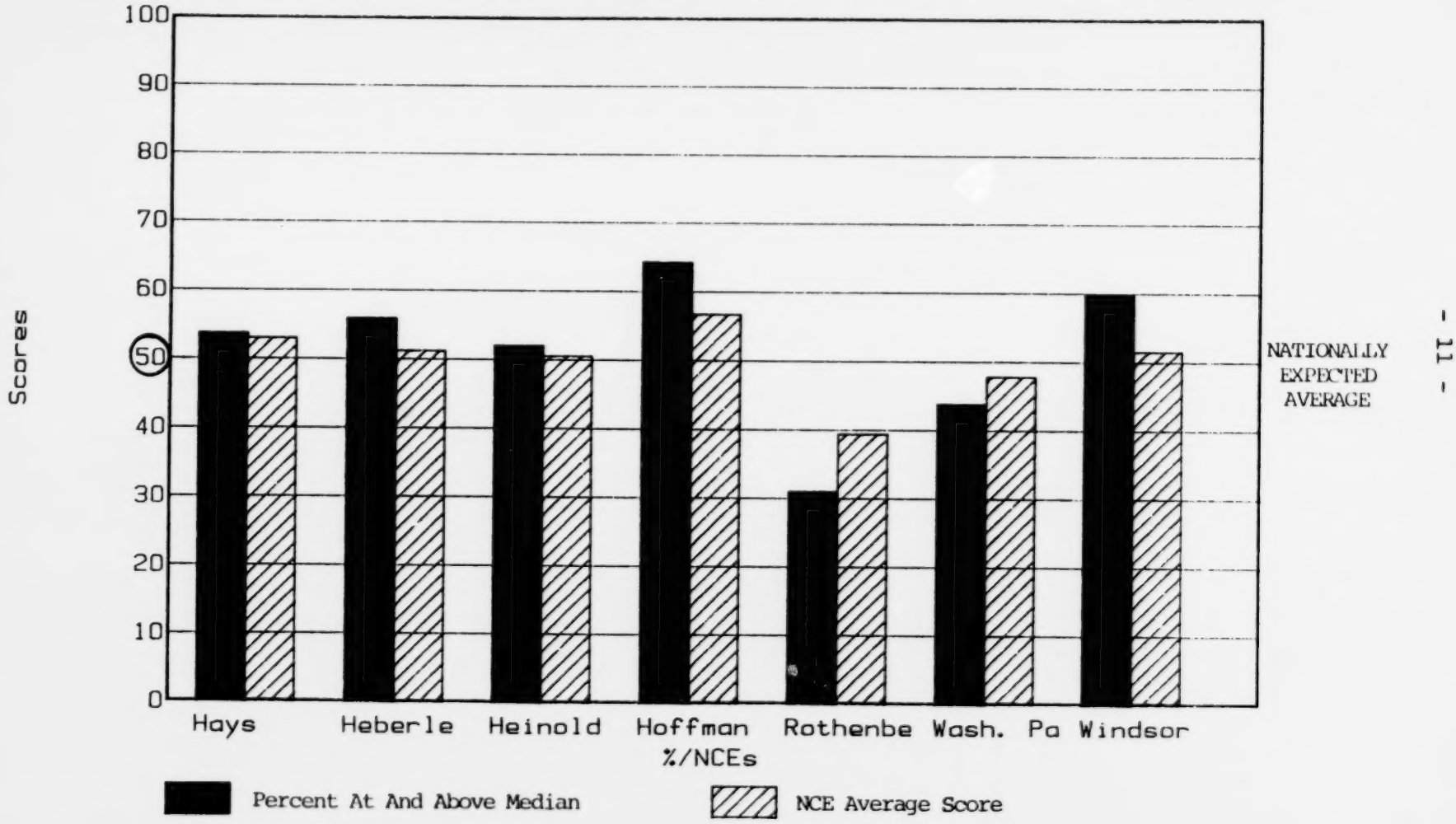
CAT 86 Math/Last
Scores
100
90
80
70
60
50
40
30
20
10
0
NATIONALLY EXPECTED AVERAGE
Hays
Heberle
Heinold
Hoffman
Rothenbe
Wash. Pa
Windsor
%/NCEs
Percent At And Above Median
NCE Average Score

FIGURE 2

2. Surveys

a) In response to concerns regarding the satisfaction of parents with the LAST program, the Evaluation Branch undertook a study of nine items contained in the School Information System Parent Survey. The procedure for this analysis consisted of comparing parent survey responses from 1983 (the year before the LAST program was initiated) with November 1985 results on nine selected items. The items and a summary of responses are shown in Appendix E. The major findings were:

(1) Parent attitudes have improved noticeably on seven of the nine selected items. Especially noteworthy is the fact that a higher percentage of parents in 1985 indicated that their school was a good place to learn and that their school was doing a good job of teaching the basic skills.

(2) Parent attitudes in LAST schools are generally lower than the system average for elementary schools on these nine selected items. For seven of the nine items, only one or two schools received a rating which matched or exceeded the system average. Parent attitudes, however, on the teaching of basic skills was higher than the system average in four of the seven LAST schools.

It appears from these survey data that LAST school parents do feel that improvements have been made in their school's educational program.*

b) In addition, the perceptions of both principals and LAST community leaders were of special interest to the Facilitator. Consequently, a telephone and personal survey was conducted in an effort to allow freedom of expression to representatives of those two groups. Because of time constraints and work schedules of

* Excerpted from a memo from Evaluation Branch to Raymond Brokamp, April, 1986.

both the evaluator and response group, only eight surveys were completed between June 23 and 25, 1986. Obviously caution should be exercised when drawing conclusions from an informal survey with so few respondents. However, certain expressions of both concern and pleasure were consistent even with such a small sample and should be seriously considered.

(1) The thrust of the questioning on the community leader (parent) survey focused on how well the LAST program met the needs of the children, community awareness and participation, and suggestions for the future. Not surprisingly, the responses of the four participants varied in their knowledge of the LAST program from "Only recently became aware of the program" to "We were not only involved in the budget and planning of LAST but also in its implementation." Similarly, where one respondent suggested that the community was hopeful that their "new" principal would be made "permanent" so that a solid and known instructional leader would remain at the school, another suggested that their principal seemed to be "burned out" and felt that the Board of Education should offer monetary incentives to stronger administrators and teachers to accept the challenge of a recognized "tough" school. It was of particular interest to the interviewer to hear all of the respondents express a concern for education in the whole inner-city community, not just their own schools. There seemed to be a sharp awareness of the "massive" or "global" nature of the problem and its direct relationship to the attitudes of the staff, parents, and

community. Outstanding examples of "turned-around schools" like South Avondale and Washburn have sparked the belief that "If they can do it, so can we!" Last, a suggestion was made by one respondent that the LSACs of the inner-city schools be organized as a community to work on parent involvement; the belief is that within the larger group there will exist sufficient numbers of parents who understand (or are willing to learn) the bureaucracy of the school system and can devote whatever time is necessary to ensure a positive and determined learning environment for their children.

(2) The thrust of the principal's survey was to determine if the LAST planning had been converted to actions, if sufficient funds were available to cover the implementation costs, if the community was supportive, and if central administrators had responded to their suggestions or requests.

Each of the four principals who were interviewed responded favorably to virtually every question asked. Since most had been involved in School Improvement Programs before the LAST funds became available, their staff involvement in school planning and budget was already an established routine. Through the LSAC process, their communities were involved, and although they were really not interested in promoting the fact that their schools were one of the lowest achieving, all had announced the receipt of additional LAST funds through their school newsletters and/or community meetings. Central office received no real criticism by the principals and even some praise for its support of the

LAST program. Of particular interest was the use of creative financing for some major purchases like Open Court and computer hardware/software. It allowed schools to implement expensive programs on the good credit of the school system during the first/second year and to defer payment until the second/third year. Thus, the often seen scenario in education of having either the staff or the equipment (but not both) was avoided, and the programs were started as a complete package the first year.

3. Attendance

Attendance was a key area of concern in the LAST schools. A significant amount of staff time at each school was devoted to both getting children to school and keeping them in school after they arrived. A unique feature at Heinold was an "In-School Suspension Class" which defused many of the potential problems associated with children forced out of school and (often) into the streets where their already demonstrated poor conduct could grow worse. Although it is an old and expensive idea, it does seem to work as demonstrated by the 4.3% increase in attendance at Heinold. Obviously not all of this increase can be attributed to the suspension class, but it clearly impacted the attendance of precisely the "right" population of potential attendance problems. An examination of the data in Table 3 shows significant improvement in each of the LAST schools with the exception of Hays, which has the highest attendance of the group and virtually matched the system average.

Table 3. Percent Quarterly Attendance, 1984-85 and 1985-86, IAST Schools.

SCHOOL	1ST		2ND		3RD		4TH		TOTAL		GAIN
	84-85	85-86	84-85	85-86	84-85	85-86	84-85	85-86	84-85	85-86	
Hays	96.6	95.5	90.9	92.1	93.0	91.2	91.0	92.6	92.9	92.9	0.0
Heberle	92.9	93.6	87.5	91.0	89.0	89.8	90.5	89.4	89.9	90.8	0.9
Heinold	91.8	93.7	81.5	90.1	84.2	88.7	87.3	91.1	86.2	90.5	4.3
Hoffman	95.0	95.5	88.7	92.3	90.3	90.9	90.8	92.4	91.4	92.7	1.3
Rothenberg	92.0	92.4	85.2	87.9	86.6	87.2	87.5	88.1	88.0	89.2	1.2
Washington Park	93.4	94.5	86.6	92.5	88.8	91.5	91.3	92.3	90.3	92.5	2.2
Windsor	93.1	93.6	86.2	92.4	88.6	88.8	86.8	88.2	89.1	90.1	1.0
SYSTEM (CPS)	95.3	95.5	88.6	92.7	90.5	91.0	92.5	92.7	91.8	92.9	1.1

4. Rank Order At And Above Median

This section must begin with the caveat that Table 4 rank order is unofficial; since refinement of data or human error is likely, there could be some slight change in the rank ordering. However, it is complete enough to state that four of the seven LAST schools are no longer among the seven lowest achieving elementary schools in reading! Hoffman, which began at the very bottom of the rank order in 1983 is now number 28 of the 60 elementary schools in the district; the other three "Graduates," Washington Park, Windsor, and Heinold, rank 8, 11, and 12 respectively. The news is even better in math with five of the LAST schools scoring out of the "Seven Lowest" group. Hoffman, once again, led the group by rocketing into 34th place; Heinold, Hays, Heberle, and Windsor now rank 11, 15, 19, and 27 respectively. The rankings given are from the bottom up.

Table 4. Rank Order, Percent At And Above Median, CAT, 1986. (1 = Lowest of 60)

School	Percent At And Above Median			
	Reading		Math	
	%	Rank	%	Rank
Rothenberg	27.2	1	31.0	1
Heberle	35.3	5	55.9	19
Hays	35.4	6	53.7	15
Washington Park	40.1	8	43.8	5
Windsor	41.7	11	59.9	27
Heinold	43.1	12	52.0	11
Hoffman	56.3	28	64.3	34

Discussion and Recommendations

Evidence of rapidly accelerated improvement in some of the LAST schools is so impressive that it tends to overshadow the fact that some others have not really progressed. The hoped for gains at Rothenberg simply have not materialized, and the morale of staff and student body alike will no doubt be further damaged by the news that they are the lowest achieving elementary school in the district. Washington Park is clearly struggling; they have fallen from 10th to 8th position in reading this year, and are still among the lowest seven in math. Heberle and Hays, while enjoying some commendable success in math, are only 5th and 6th in reading.

It is obviously impossible to assign a "cause and effect" relationship between the "treatments and outcomes." The variations in treatments are minimal, since there are far more similarities in the programs of each LAST school than differences. Comparisons of "total educational package" that includes extra federal, state, and local funds, as well as staff experience/ training, lend little to the explanation of why some inner-city schools have succeeded and others have not yet begun.

In the opinion of the Facilitator, it is an opportune time for the Board of Education to address the question of why some inner-city schools like Hoffman and South Avondale can literally rocket into the middle of the rank order distribution and others do not. To even the casual observer, these successful schools possess some common traits. There is a determined staff commitment

to raise academic achievement; there is effective leadership as evidenced by calm, firm, and positive discipline, which results in a quiet and orderly building; the teachers expect to teach each day and expect their children to learn what is taught; there is a strong parent and community group that becomes involved in and supports the educational program; and above all, there are sufficient numbers of staff to meet the challenge.

Effective school literature indicates that the catalyst for change is the building leadership. Although the inner-city schools have some of the system's most talented leaders, the pressure of handling so many problems each day can easily "burn out" the best. Careful monitoring is called for; and when such situations begin to occur, it seems reasonable that additional administrative and/or instructional assistance be given without the stigma of "poor performance" being attached. To do less simply prolongs a deteriorating situation where the students will be the assured losers.

A different but associated problem that has come to the attention of this office is the "culture shock" experienced by some students who have exercised either the open enrollment or the alternative option from their inner-city school. The same student support system found in their original school does not seem to exist in their new surroundings. It is felt that all school staffs should be aware of the support that may be needed by transferring inner-city students. These students who chose to transfer must be given every opportunity for success.

Receiving staffs should have an awareness of LAST or SIP classroom activities and the close monitoring techniques that the transferred students have come to expect. The students should know that their new teachers are equally interested in their achievement, but that each school has its own way of capturing the best from the students. Advanced awareness seems to be the key.

From this examination of the two-year progress of the LAST schools, it would seem that one could draw a conclusion that meaningful and exciting gains are possible. The tenets of effective schools are not, however, cause and effect. Care must be used to provide those schools that respond more slowly with adequate help and resources. The gestation period may vary, but the potential for renewal exists in each circumstance. The Effective Schools/School Improvement movement is a process and not a program. As such, it holds promise for the development of system-wide approaches to the district's educational problems.

APPENDIX A

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PROFESSIONAL EXPERIENCE:

Cincinnati Public Schools - Cincinnati, Ohio

Consultant to the Court Facilitator, Settlement Office, 1985-86 (Part-Time)

Associate, Program Evaluation Branch
1969 until retirement, March, 1985

Evaluator, Urban Education Demonstration Project, 1981-85.

Assistant Principal, Merry Junior High School, 1968-69

Assistant Principal, Samuel Ach Junior High School, 1967-68

Assistant Principal, Sawyer Junior High School, 1965-67

Chairman of English Department, Samuel Ach Junior High School, 1963-65

Teacher of English and Social Studies, Samuel Ach Junior High School, 1958-63

OHIO CERTIFICATES HELD:

Administrative Specialist in Research (Permanent)
High School Principal (Permanent)
Guidance Counselor (Permanent)
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PROFESSIONAL ACTIVITIES:

Treasurer, Central Office Professional Council, 1981-84

District Coordinator, Future Teachers of America, 1964-65

President, Cincinnati Council of Teachers of English, 1963-64

OTHER WORK EXPERIENCE:

Mission Ranch - Carmel, California
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Retail Sales

OTHER WORK EXPERIENCE: (continued)

H. Nieman Company - Cincinnati, Ohio
1946-69 (Summers and Part-Time)
Printing and Bindery

U.S. Army, Air Defense Command
1955-58
Lieutenant

EDUCATION:

Post Master's Work in Guidance and Research
University of Cincinnati, 1967-71

M.S. in Administration and Supervision
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Married, 2 children; family recreational interests center primarily in art, aviation, boating, and music.

PUBLICATIONS:

"The Long Term Effects of Title I Preschool and All Day Kindergarten," Kappan, Vol. 63, No. 3, November, 1981.

"Early Childhood Project and Interracial Preschool Program," Summary of Research on Kindergarten Programs, Educational Research Services, Inc., Arlington, VA, 1976, pp. 40-44.

Numerous articles on a variety of educational and evaluation topics have been published in the following local journals from 1970 to present:

Journal of Program Research and Development

Each Child

R & D Briefings

"Newsline"

PAPERS:

"A Comparison of the Effects of Three Early Childhood Programs Based Upon Developmental Sequencing," presented at the American Educational Research Association Annual Meeting in Montreal, Canada, April, 1983. Abstracted in RIE.

"The Long Term Effects of ESEA Title I Preschool and All Day Kindergarten: An Eight Year Follow-Up Study," presented at the American Educational Research Association Annual Meeting in Los Angeles, California, April, 1981. Abstracted in RIE.

PAPERS:
(continued)

"Preschool Plus All-Day-Kindergarten: The Cumulative Effects of Early Childhood Programs on the Cognitive Growth of Four and Five Year Old Children," presented at the American Educational Research Association Annual Meeting in Washington, D.C., April, 1975. Abstracted in RIE.

"The Effects of a Three Year Interracial Preschool Program on Cognitive and Social Development (IPSIP) ESEA Title III," presented at the American Educational Research Association Annual Meeting in Chicago, Illinois, April, 1974. Abstracted in RIE.

APPENDIX B

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS

DATE SENT 3/19/85

DATE REC'D

TO Principals of Low-Achieving Schools
NAME SCHOOL OR OFFICE

FILE

FROM John H. Grate, Director RP&D -11
NAME SCHOOL OR OFFICE

REGARDING Budgeting for 1985-86

It is time that we started planning for the next school year for the low-achieving schools. Paramount in this planning would be the question of summer school for the summer of '85. To assist in this process, will you please review the program that you had in place this year and determine how much or what components of that would continue during the next school year. Also, you should probably think about the types of expenditures you have made in support of those programs and determine what will be needed to cover your activities in the future.

Regarding summer school, you might think about the length of time that you would want to conduct the summer school, the number of youngsters you expect to have in it, and the criteria for their involvement.

As I look at the budget, the costs involved with the Open Court program would not be continued, so that it would be essentially a non-recurring cost for materials although you might wish to consider some staff development. Those schools that put in computer labs did make a commitment across three years so some of those costs will be continuing. I am attaching a budget breakdown as it was developed earlier in the year. Perhaps this will be helpful to you in your thinking.

The meeting will be held at Washington Park School at 1:00 on April 2nd.

JHG/bh
attachs.

c: Committee
Area Directors-(8)
Supervisory Staff-(8)
Special Education - Dr. Bev Scotch (6)
Chapter I - Erma Sherman (1)

LOW ACHIEVING SCHOOLS BUDGET PROJECTION

	HAYS	HEBERLE	HEINOLD	HOFFMAN	ROTHBERG	W.PARK	WINDSOR
Personnel (Certificated)							
Principal extended time							1900
Teacher Inst.Leader	30000	30000		30000	30000	30000	30000
Teacher (other)	24800		74400	12400	24800	24800	
Fringe Benefits	11601	6351	15750	8976	11601	11601	6753
SUBTOTALS:	66401	36351	90150	51376	66401	66401	38653
Personnel (Civil Service)							
Instructor Asst.	7150	28600	7150	14300	14300	21450	21450
Clerk		7780					
Fringe Benefits	1514	7702	1514	3027	3027	4541	4541
SUBTOTALS:	8664	44082	8664	17327	17327	25991	25991
Staff Development							
Open Court (Certificated)	2182	2083	4059	1389	2186	2480	1587
(Civil Service)	416	416	998	250	374	332	374
SIP (Certificated)	3274	3720	6101	2827	4017	4464	2380
(Civil Service)	936	1123	1498	499	686	936	561
Fringe Benefits	1023	1104	1902	746	1092	1234	737
SUBTOTALS:	7831	8446	14558	5711	8355	9446	5639
Books and Supplies							
Open Court	8300	11380	9850	8100	9590	12350	7800
Other					5800	2148	
SUBTOTALS:	8300	11380	9850	8100	15390	14498	7800
Equipment							
Copiers & Duplicators							
Computer Labs							
Hardware		15100		17500		15100	2000
Software		5000		5300		5000	500
Supplies		3000		3000		3000	
Installation and Security		1000		1000		1000	
SUBTOTALS:		24100		26800		24100	2500
Student Activities	3000			770			2500
Contract Services							
GRAND TOTALS:	94196	124358	123222	110085	107473	140436	83083

LOW ACHIEVING SCHOOLS THREE YEAR BUDGET PROJECTION

	1984-85 TOTALS	1985-86 TOTALS	1986-87 TOTALS
Personnel (Certificated)			
Principal extended time	1900	2014	2135
Teacher Inst.Leader	180000	190800	202248
Teacher (other)	161200	170872	181124
Fringe Benefits	72634	76992	81612
SUBTOTALS:	415734	440678	467119
Personnel (Civil Service)			
Instructor Asst.	114400	121264	128540
Clerk	7780	8247	8742
Fringe Benefits	25866	27417	29062
SUBTOTALS:	148046	156928	166344
Staff Development			
Open Court (Certificated)	15966		
(Civil Service)	3160		
SIP (Certificated)	26783	28390	30093
(Civil Service)	6239	6613	7010
Fringe Benefits	7838	5261	5577
SUBTOTALS:	59986	40264	42680
Books and Supplies			
Open Court	67370		
Other	7948		
SUBTOTALS:	75318		
Equipment			
Copiers & Duplicators			
Computer Labs			
Hardware	49700		
Software	15800		
Supplies	9000		
Installation and Security	3000		
SUBTOTALS:	77500		
Student Activities	6270		
Contract Services	5000	5000	5000
GRAND TOTALS:	787854	642871	681143
		THREE YEAR TOTAL:	2111868

APPENDIX C

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period June 25, 1986

Description of Activities and Explanatory Information:

Summer School is underway at all seven low achieving schools. Four of these are dealing with first graders who have failed or are being assigned to the next grade with minimum skills. Three of the four are using Writing to Read as the main program with these youngsters.

School budgets are now completed and principals are completing planning efforts for 1986-87.

Teachers and aides from all of the schools experienced two days training in Writing to Read following the close of school.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period May 28, 1986

Description of Activities and Explanatory Information:

Principals and the Low Achieving Schools Steering Committee met on May 1, 1986 to review budget projections. Following discussion on each school's plans, meetings were held with individual principals to resolve difficulties. Budgets for individual schools are being finalized and a more accurate project budget is being compiled.

Many teachers from the low achieving schools attended a second Writing to Read Seminar at Douglass School. Based on these meetings and the evaluation of the program, all seven of the schools plan to implement Writing to Read in Kindergarten and Grade One during the 1986-1987 school year.

On May 14, 1986 principals, instructional leaders, supervisors and other Central Office staff met to review the 1986 summer school programs and develop evaluation guidelines for the various programs. Evaluation materials integral to the Open Court and mathematics programs used during summer school will provide the major tools to measure progress.

Four of the schools have built into their summer school programs direct intervention activities for first grade students who have failed or have minimal skills for entering the second grade. Three of the schools will implement the Writing to Read Program with these students and follow through to completion at the beginning of the school year. If this approach is successful, all schools will move ahead in this manner in 1987.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period April 30, 1986

Description of Activities and Explanatory Information:

The low achieving schools have spent the month of April identifying needs, developing goals, and projecting budgets for 1986-87. The schools are also in the final stages of planning for 1986 summer school.

On April 9 low achieving schools attended a Writing to Read seminar conducted by IBM. At the seminar, a teacher and principal from Toledo Public Schools presented the philosophy and theory of Writing to Read and cited examples of its use in Toledo Public Schools. The National Writing to Read results developed by Educational Testing Services were also presented. A number of the schools are planning to implement the program as part of their writing thrust for Kindergarten and first grade starting in summer school this year.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period March 26, 1986

Description of Activities and Explanatory Information:

Principals and the Steering Committee for Low Achieving Schools met on March 20, 1986. The group reviewed activities underway at each school in relation to expectations for improvement in Reading and Mathematics achievement test scores. The volunteer activities at Windsor School were especially notable. Included in their efforts are Saturday enrichment programs, afternoon tutoring in basic skills, noon hour peer tutoring, and evening programs for parents on assisting their children with school work.

Projected budgets were provided to each school to further the program planning process for 1986-87 school year. The budget projections were based upon a set allocation for an instructional leader and a summer school program in each school plus $102 for each pupil to be enrolled in 1986-87. The pupil projected allotment figure will be finalized in April.

Principals working with staff and the LSACs are to identify program needs for next year and present a draft budget at the next meeting of the Steering Committee.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period February 26, 1986

Description of Activities and Explanatory Information:

School Improvement Teams from each of the Low Achieving Schools attended a day long workshop at St. Clare Center to review progress, meet with consultants, and establish plans for the rest of the school year. The consultants included Susan Everson of McREL dealing with instructional improvement and Dr. William Nicoll of U.C. on social skills.

Open Court consultants visited with each of the schools and worked with the teachers related to individual needs.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period January 29, 1986

Description of Activities and Explanatory Information:

Major focus of activity occurred at the school level with no major initiatives undertaken with the total group of schools.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period December 20, 1985

Description of Activities and Explanatory Information:

Major focus of activity occurred at the school level with no major initiatives undertaken with the total group of schools.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period November 27, 1985

Description of Activities and Explanatory Information:

The principals and Steering Committee for Low Achieving Schools component met on November 20, 1985 at Washington Park School. Each of the schools made a presentation of activities that were underway and shared some of the promising practices which have been implemented. A report of the first year's progress toward goals was presented by Mary Gladden of the Evaluation Branch. Discussion of approaches to further improvement was initiated.

Open Court consultants continue to provide assistance to the schools along with help from the supervisory staff.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period October 30, 1985

Description of Activities and Explanatory Information:

School Improvement Teams from each of the schools participated in a one-day workshop at St. Clare Center. Susan Everson of the Mid-Continent Regional Education Lab worked with the teams on instructional planning and techniques for working with the rest of the school staffs.

Additional meetings and workshops were held at the school level.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period September 25, 1985

Description of Activities and Explanatory Information:

Staff meetings and inservice programs at the school level focused on program plans for the 1985-86 school year. Budgets were reviewed and disseminated for comparison with EPIC printouts.

Evaluation report on the first year's activities completed and prepared for distribution.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period August 30, 1985

Description of Activities and Explanatory Information:

A Leadership Academy workshop for principals was held on August 6-7, 1985, and all of the LAST school principals attended.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period July 31, 1985

Description of Activities and Explanatory Information:

All seven schools have completed the summer school programs as planned.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period June 28, 1985

Description of Activities and Explanatory Information:

All 7 schools have prepared Summer School programs and are implementing them at this time.

Each school has submitted its budget for the school year 1985-86 and these have been submitted to Jim Allender.

Administrators of the Bronson Case schools have been invited to the SIP Leadership Academy to be held on August 6-7, 1985.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period May 31, 1985

Description of Activities and Explanatory Information:

Leadership teams from each of the low achieving schools participated in a School Improvement Workshop on May 8th designed to identify major areas to be addressed over the next school year. Each of the teams prepared a plan to work with the total staff of their school to examine their needs and determine next steps in their school improvement efforts.

Consultants from the Midcontinent Regional Education Laboratory conducted structured interviews May 7, 8, and 9, 1985 in each of the schools in preparation of a report on the process variables related to school improvement.

The Open Court Reading Consultants visited the low achieving schools to provide assistance based on local needs. Principals and staffs continued their planning for a four week summer school in each of the schools. Staff and materials have been identified and requisitioned.

1985-86 budgets for low achieving schools have been completed. The formula for funding included an allocation for an instructional leader (teacher) position and a 1986 summer school for each school with the remainder of the monies allocated on a per pupil basis.

Hoffman and Windsor are eligible for UEDP participation in 1985-86 and will receive an additional per pupil allocation from UEDP funds to further their school improvement efforts.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period April 30, 1985

Description of Activities and Explanatory Information:

Implementation of programs in each of the schools has continued with visits from Open Court Reading Consultants and from staff members of the Mid-Continent Regional Education Laboratory.

Planning activities are currently underway for the conduct of a four week summer school program in each of the low achieving schools. Each school will provide a program in basic skills enrichment for 100 students.

Principals are currently involved in developing budgets for continuation of their programs for 1985-86.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period March 29, 1985

Description of Activities and Explanatory Information:

All activities conducted at individual school level in relation to local implementation plans.

Interviews regarding implementation of approved programs and plans were conducted at each school by a member of the Evaluation Branch.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period February 28, 1985

Description of Activities and Explanatory Information:

The low achieving schools leadership teams met together for a school improvement workshop on Wednesday, February 6, 1985 at St. Clare Center. Susan Everson, Director of McREL Regional Exchange, Kansas City, MO and Jean Conyers, Assistant Director at McREL's Denver office, worked with the teams on interpreting academic learning time (ALT) data that the teams had collected through classroom observation. The concept of "coaching" as a school improvement strategy was presented through video tapes and discussion. Each team reviewed their progress and outlined specific activities that they would undertake to brief the rest of their school's staff and accomplish objectives.

Principals met separately with Susan Everson on strategies for obtaining consensus on school goals and for instructional leadership.

Open Court consultants continued their monthly visits to each of the low achieving schools to meet with teachers and respond to the needs expressed by staffs and individual teachers.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period January 31, 1985

Description of Activities and Explanatory Information:

All activities conducted at individual school level in relation to local implementation plans.

PLEASE RETURN COMPLETED FORM TO ADORIA PERKINS, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period December 31, 1984

Description of Activities and Explanatory Information:

Activities in Low Achieving Schools component consisted of a continuation of implementation at the school level.

The computer lab at Rothenberg School was organized as a Low Achieving School budget item due to the failure of the Mt. Auburn Community Council to provide funds.

PLEASE RETURN COMPLETED FORM TO ADORIA WHITTAKER, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period November 30, 1984

Description of Activities and Explanatory Information:

Principals and Steering Committee met on Wednesday, November 14, 1984 at Washington Park School to review progress and identify concerns. Principals report that the Open Court Reading Program is now progressing very well and a second round of meetings with Open Court consultants is underway. They also indicated that the increased emphasis and resources for instructional leadership has made a significant difference in moving the instructional programs ahead.

PLEASE RETURN COMPLETED FORM TO ADORIA WHITTAKER, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period October 31, 1984

Description of Activities and Explanatory Information:

School Improvement Teams from each of the Low Achieving Schools participated in a one day workshop with Susan Everson of the Mid Continent Regional Education Lab. The workshop focused on implementation of analysis procedures for analyzing student engaged learning time in order to improve time-on-task in the instructional program. Each team, made up of the principal, the instructional leader, and teachers will train other staff members in the rationale for the effort and observation procedures prior to implementation.

Implementation of other planned activities is ongoing at the school level.

PLEASE RETURN COMPLETED FORM TO ADORIA WHITTAKER, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period September 28, 1984

Description of Activities and Explanatory Information:

All activities for this program during the month of September occurred at the school level.

Computer equipment was delivered and installed at Heberle, Hoffman, and Washington Park schools.

PLEASE RETURN COMPLETED FORM TO ADORIA WHITTAKER, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period August 31, 1984

Description of Activities and Explanatory Information:

Open Court Inservice was conducted at Chase Intermediate School on August 28 and 29. All teachers of reading, instructional leaders, principals, and instructor assistants attended. Consultants from Open Court conducted the sessions.

Computer equipment for the mathematics labs has been delivered to the Education Center and will be distributed to schools as soon as security is in place.

Revision of the management plan for the program and development of an evaluation plan is in progress.

PLEASE RETURN COMPLETED FORM TO ADORIA WHITTAKER, ROOM 1007, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting: John H. Grate

Name of Component Involved: Low Achieving Schools

Dates of Report Period: July 31, 1984

Description of Activities and Explanatory Information:

The budget for the first year was finalized and then projected over three years to result in a $2,100,000 expenditure over the 3-year period.

All teacher personnel and instructional aides have been identified and requisitions submitted. Teachers filling the role of instructional leaders have already been appointed. Requisitions for staff development related to the Open Court Reading Program and SIP have been completed and submitted along with requisitions for materials and equipment.

Three-year objectives related to achievement have been prepared and will be formally adopted following discussions by principals, staff, and LSACs in September.

A report covering goals, schools participating, basis for programs, planning, program budget, and evaluation was prepared for the Superintendent and was forwarded to the Board of Education.

PLEASE RETURN COMPLETED FORM TO JACK LEWIS, EVALUATION BRANCH, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period June 29, 1984

Description of Activities and Explanatory Information:

Principals from the 7 low achieving schools met once with the steering committee from the central office to finalize plans for the 1984-85 school year.

A decision was made by Personnel to classify the instructional leadership position at the teacher level with additional days of assignment.

Open Court reading materials have been ordered centrally for distribution to the schools.

Summer plans for staff development inservice include: Leadership Academy, Open Court Inservice, and School Improvement Inservice.

PLEASE RETURN COMPLETED FORM TO JACK LEWIS, EVALUATION BRANCH, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period May 31, 1984

Description of Activities and Explanatory Information:

The seven schools identified for participation in this program are: Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor.

Principals from these schools met twice during this reporting period with a steering committee from the central office to facilitate and coordinate the planning efforts.

The principals have worked with their School Improvement teams and their LSACs to plan their individual school programs. Each school submitted program budgets on May 18 and management plans on May 29.

Development of support teams involving both supervisory and direct service personnel from C & I and Student Services has been initiated.

Two hours of inservice training have been completed in each school to familiarize staff members with the Open Court Reading Program. Additional training is being planned for August. Materials have been provided to each teacher to assist in the preparation and planning for next September.

PLEASE RETURN COMPLETED FORM TO JACK LEWIS, EVALUATION BRANCH, 10TH FLOOR, EDUCATION CENTER.

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period May 11, 1984

Description of Activities and Explanatory Information:

Steering Committee and principals of low achieving schools have been meeting on a regular basis to discuss:

1. obstacles to improving achievement as identified by staff and principals of low achieving schools
2. allocation of settlement fund monies
3. agreement that formula for funding would include allocation of a portion of the allocation be set aside for items common to all schools, i.e., Open Court; remaining resources to be divided by pupil enrollment
4. optimum coordination of general funded, special education, Chapter 1, and other support services
5. Open Court Reading Program

   April 17, 1984 - overview of Open Court Reading Program presented to principals, steering committee and elementary supervisors by Jennifer Johnson, Open Court consultant

   April-May 1984 - overview of Open Court presented to Washington Park, Hays, Heinold, Heberle, and Hoffman by Ruth Wernersbach

   May 2, 1984 - two-hour orientation at Washington Park and Heberle. Manuals given to teachers for perusal during summer

   May 21-25, 1984 - two-hour orientation scheduled for all other low achieving schools. Manuals to be given to teachers for perusal during summer

   May 24, 1984 - Open Court Presentation
   Program Committee, Board of Education
   Education Center, 4:00 P.M.

   August 28 & 29, 1984
   8:30-12:30 - in-depth Open Court workshop for all teachers of reading in low achieving schools

   All materials for Open Court Program have been ordered and are to be delivered before principals leave for summer vacation.

(continued on next page)

PROGRESS REPORT ON SETTLEMENT ACTIVITIES

Name of Person Reporting John H. Grate

Name of Component Involved Low Achieving Schools

Dates of Report Period May 11, 1984

Description of Activities and Explanatory Information:

(continued from previous page)

Next meeting of the Steering Committee and principals will be held May 10, 1984, 1:30 p.m. at Washington Park School.

Principals have been meeting with their staffs and soliciting input into the making of local decisions.

Individual schools are designing their programs based upon identified local needs.

Based upon assessment of needs and staff input, programs, requests for additional personnel, etc. will probably differ from school to school.

All schools have agreed to use Open Court Reading Program.

Visitations to schools indicate a high degree of commitment by principals and staff to the endeavor.

APPENDIX D

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS

DATE SENT September 13, 1985

DATE REC'D

TO Raymond J. Brokamp (NAME) Superintendent of Schools (SCHOOL OR OFFICE)

FROM Mary A. Gladden (NAME) Evaluation (SCHOOL OR OFFICE)

FILE

REGARDING Low-Achieving Schools Report

As required by the Bronson Settlement, an evaluation of the achievement gains of Low-Achieving schools has been made in reading and mathematics. The schools included in this report are Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor. A more detailed report including survey data will be available soon. The achievement results are summarized below.

MAJOR FINDINGS

A. Students in low-achieving schools made larger achievement gains in reading and mathematics than the average gains for students across the system during the 1984-85 school year.

Supporting Data

- Overall, the percentage of students achieving at or above the national norm increased 4.7% in reading in low-achieving schools, compared with an increase of 0.8% for all students grades 1-6. (See Table 1.)

- Overall, the percentage of students achieving at or above the national norm increased 2.2% in mathematics in low-achieving schools compared with an increase of 0.3% for all students grades 1-6. (See Table 1.)

- The average NCE gain in reading was -0.9 for low-achieving schools compared to the value of -1.5 for all students grades 1-6. (See Table 3.)

- The average NCE gain in mathematics was +0.2 in low-achieving schools compared to the value of -0.9 for all students grades 1-6. (See Table 3.)

B. Low-achieving schools as a group made considerable progress toward the stated program objective in reading while smaller but positive improvements were made in mathematics during the 1984-85 school year.

Supporting Data

- The stated program objective in reading calls for an increase of 15% in the percentage of students achieving at or above the national norm over a three year period of time.

  The average gain for the seven low-achieving schools on this objective was 4.7% for the first year. (See Table 1.)

The stated program objective in mathematics calls for an increase of 10% in the percentage of students achieving at or above the national norm over a three year period of time. The average gain for the seven low-achieving schools on this objective was 2.2% for the first year. (See Table 1.)

C. Since 1983, when these seven schools were selected on the basis of their percentage of students at or above the national norm in reading, they have made great improvement.

Supporting Data

- Overall, the percentage of students achieving at or above the national norm increased 10.9% in reading in low-achieving schools compared with an increase of 6.1% for all students grades 1-6. (See Table 2.)

- Overall, the percentage of students achieving at or above the national norm increased 10.9% in mathematics in low-achieving schools compared with an increase of 7.9% for all students grades 1-6. (See Table 2.)

D. Despite the progress that has been made, most of the seven low-achieving schools still rank near the bottom among all ememtary schools.

Supporting Data

- Five of seven schools (Hays, Heberle, Heinold, Rothenberg and Windsor) continue to be among the lowest-achieving schools in reading.

- Five of seven schools (Heinold, Hoffman, Rothenberg, Washington Park, and Windsor) continue to be among the lowest-achieving schools in mathematics.

MAG/mr

cc. Robert Evans
Adoria Perkins
Shirlee Williams
John Clark
Ruth Wernersbach
Major McNeil
Willis Holloway
Vella Ellis
William Dupree
Frank Fields
Thomas Haley
Jerry Mitchell
LAST Principals

Table 1. Comparison of Percent At And Above the National Norm For Low Achieving Schools, 1984 to 1985.

School	Percentage of Students At And Above National Norm 1984	1985	Gain
		Reading	
Hays	26.0%	28.7%	2.7%
Heberle	25.3	32.5	7.2
Hoffman	37.3	43.3	6.0
Heinold	27.6	28.9	1.3
Rothenberg	22.4	27.4	5.0
Washington Park	23.2	35.5	12.3
Windsor	27.8	24.2	-3.6
Average Value	26.8%	31.5%	4.7%
System Average (Grades 1-6)	52.6%	53.4%	0.8%
		Mathematics	
Hays	40.7%	48.6%	7.9%
Heberle	46.6	45.4	-1.2
Hoffman	39.7	37.9	-1.8
Heinold	38.8	40.0	1.2
Rothenberg	22.4	29.6	7.2
Washington Park	39.1	39.0	-0.1
Windsor	28.4	35.0	6.6
Average Value	37.0%	39.3%	2.2%
System Average (Grades 1-6)	58.1%	58.4%	0.3%

Table 2. Comparison of Percent At And Above the National Norm For Low Achieving Schools, 1983 to 1985.

School	Percentage of Students At And Above National Norm		
	1983	1985	Gain
		Reading	
Hays	18.5%	28.7%	10.2%
Heberle	23.2	32.5	9.3
Hoffman	15.8	43.3	27.5
Heinold	14.9	28.9	14.0
Rothenberg	17.3	27.4	10.1
Washington Park	26.8	35.5	8.7
Windsor	23.2	24.2	1.0
Average Value	20.6%	31.5%	10.9%
System Average	47.3%	53.4%	6.1%
		Mathematics	
Hays	28.5%	48.6%	20.1%
Heberle	37.2	45.4	8.2
Hoffman	14.3	37.9	23.6
Heinold	34.1	40.0	5.9
Rothenberg	19.0	29.6	10.6
Washington Park	38.8	39.0	0.2
Windsor	23.1	35.0	11.9
Average Value	28.4%	39.3%	10.9%
System Average	50.5%	58.4%	7.9%

Table 3. Achievement Status and Gains in Reading and Math for Low-Achieving Schools, Matched and Promoted Students, 1984-85.

School	Total Reading			Total Math		
	Avg. NCE 1984	Avg. NCE 1985	NCE Gain*	Ave. NCE 1984	Avg. NCE 1985	NCE Gain*
Hays	42.2	42.0	-0.2	43.8	51.1	+7.3
Heberle	43.6	41.9	-1.7	50.1	48.9	-1.2
Hoffman	46.4	44.3	-2.1	48.7	45.1	-3.6
Heinold	45.3	43.2	-2.1	47.4	44.5	-2.9
Rothenberg	39.6	38.8	-0.8	38.9	38.8	-0.1
Washington Park	42.4	44.6	+2.2	45.3	47.6	+2.3
Windsor	43.6	41.0	-2.6	42.3	42.8	+0.5
Averages for Low-Achieving Schools	43.2	42.3	-0.9	45.4	45.6	+0.2
Averages for System (Grades 2-6)	53.7	52.2	-1.5	55.4	54.5	-0.9

*Gains can be reported only for students in grades 2 through 6.

Table 4. System-wide Achievement Rank Changes in Low-Achieving Schools, April, 1983 to March - April, 1985.

School	1983	1985	Change 1983-1985
	Reading Achievement Rank		
Hoffman	1	17	+16
Rothenberg	2	2	0
Hays	3	3	0
Heinold	4	4	0
Heberle	5	6	+1
Windsor	6	1	-5
Washington Park	7	10	+3
	Mathematics Achievement Rank		
Hoffman	1	4	+3
Rothenberg	2	1	-1
Hays	3	18	+15
Heinold	4	7	+3
Heberle	5	14	+9
Windsor	7	2	-5
Washington Park	18	6	-12

* Achievement rank is based on the percentage of students scoring at or above the national median on the California Achievement Test. The ranking is made from low (a rank of 1) to high (a rank of 57) for all elementary schools.

Table 5. Systemwide Achievement Rank Changes in Low-Achieving Schools, April, 1984 to March - April, 1985.

School	1984	1985	Changes 1984-1985
	Reading Achievement Rank		
Hoffman	11	17	+6
Rothenberg	1	2	+1
Hays	4	3	-1
Heinold	5	4	-1
Heberle	3	6	+3
Windsor	6	1	-5
Washington Park	2	10	+8
	Mathematics Achievement Rank		
Hoffman	8	4	-4
Rothenberg	1	1	0
Windsor	2	2	0
Heberle	17	14	-3
Heinold	6	7	+1
Hays	9	18	+9
Washington Park	7	6	-1

* Achievement rank is based on the percentage of students scoring at or above the national median on the California Achievement Test. The ranking is made from low (a rank of 1) to high (a rank of 57) for all elementary schools.

APPENDIX E

PERCENTAGE OF YES RESPONSES BY PARENTS OF STUDENTS IN LOW ACHIEVING SCHOOLS ON SIS SURVEYS, 1983 TO 1985.

Item 2 - Does your child's school teach what you think should be taught?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	77%	74%	+ 3	1985-86
Heberle	82	76	+ 6	88%
Heinold	87	88	- 1	
Hoffman	79	84	- 5	
Rothenberg	81	77	+ 4	1983-84
Washington Park	88	91	- 3	87%
Windsor	86	67	+19	

Item 3 - Are you satisfied with the quality of teaching at your child's school?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	64%	61%	+ 3	1985-86
Heberle	78	74	+ 4	81%
Heinold	81	73	+ 8	
Hoffman	75	72	+ 3	
Rothenberg	75	71	+ 4	1983-84
Washington Park	76	84	- 8	80%
Windsor	80	54	+26	

Item 5 - Do you feel there is good discipline at your child's school?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	55%	71%	-16	1985-86
Heberle	66	64	+ 2	79%
Heinold	75	75	0	
Hoffman	74	79	- 5	
Rothenberg	74	78	- 4	1983-84
Washington Park	75	76	- 1	78%
Windsor	72	75	- 3	

Item 7 - Has the school done a good job of teaching your child basic skills such as reading?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	92%	73%	+19	1985-86
Heberle	89	76	+13	84%
Heinold	83	80	+ 3	
Hoffman	80	75	+ 5	
Rothenberg	79	85	- 6	1983-84
Washington Park	89	80	+ 9	80%
Windsor	86	71	+15	

Item 12 - Do you believe the principal at your child's school is doing a good job?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	84%	77%	+ 7	1985-86
Heberle	92	79	+13	82%
Heinold	79	72	+ 7	
Hoffman	75	94	-19	
Rothenberg	74	84	-10	1983-84
Washington Park	78	78	0	80%
Windsor	88	79	+ 9	

Item 15 - Do you think the people in your neighborhood feel your child's school is a good place to learn?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	46%	43%	+ 3	1985-86
Heberle	61	59	+ 2	66%
Heinold	56	49	+ 7	
Hoffman	52	51	+ 1	
Rothenberg	59	52	+ 7	1983-84
Washington Park	69	59	+10	63%
Windsor	53	46	+ 7	

Item 20 - Do you feel your child is receiving an education that will help him/her become a good citizen?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	85%	78%	+ 7	1985-86
Heberle	87	76	+11	86%
Heinold	81	85	- 4	
Hoffman	83	83	0	
Rothenberg	83	79	+ 4	1983-84
Washington Park	81	91	-10	84%
Windsor	84	71	+13	

Item 29 - Do you feel your school's programs are meeting the individual needs of your child?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	70%	62%	+ 8	1985-86
Heberle	73	63	+10	72%
Heinold	67	57	+10	
Hoffman	67	66	+ 1	
Rothenberg	63	58	+ 5	1983-84
Washington Park	69	66	+ 3	67%
Windsor	72	55	+17	

Item 34 - Do you feel the school adequately communicates with you about your child?

School	1985-86	1983-84	Change 1983-1985	System Average
Hays	78%	67%	+11	1985-86
Heberle	79	74	+ 5	77%
Heinold	69	66	+ 3	
Hoffman	67	75	- 8	
Rothenberg	71	78	- 7	1983-84
Washington Park	73	81	- 8	76%
Windsor	72	82	-10	

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